

## Arts Award Assessment (Bronze) at Brook Green

### Qualification requirements

Learners can work at their own pace for this qualification and they record their progress in an arts log or portfolio. This provides the evidence for the adviser to assess and for the moderator to validate. Arts logs or portfolios can be created in any format. Students at Brook Green use a combination of written work, photographs/video's and Teacher/self-assessment to record work for their evidence.

To pass Bronze Arts Award, learners are required to create an individual arts log or portfolio which demonstrates how they meet the following requirements:

- their development of interests, knowledge and skills through active participation in any art form (Drama/Performance at Brook Green)
- their experience as an audience member of at least one arts event or visit to an arts establishment such as the TR2
- their research into the work of an artist/craftsperson that inspires them
- their experience of passing on an arts skill which we generally organise as teaching Drama skills to another class or students in another school
- All activities are changed year on year to suit the preferences and skills of our students, for example if a group has exceptional literacy skills they may learn extensive parts of a national play

**The Arts Award Bronze is divided into four different sections, each of these is classed as 25% of the course, this is related to the percentage you will see on your child's progress report.**

<b>Arts Award Section</b>	<b>What learners should demonstrate through their evidence</b>	<b>• Evidence required</b>
<b>Part A:</b> explore the arts as a participant	<ul style="list-style-type: none"> <li>• participation in any art form</li> <li>• improvement in personal arts practice</li> </ul>	<ul style="list-style-type: none"> <li>• a description of their arts activity</li> <li>• evidence of participating in their arts activity (e.g. through written/recorded diary logs, annotated photographs, notes, comments or feedback)</li> <li>• A summary of what they have learnt and how their interests, knowledge and skills have developed</li> <li>• Teacher observation feedback</li> </ul>
<b>Part B:</b> explore the arts as an audience member	<ul style="list-style-type: none"> <li>• experience of one or more arts events/venue visit</li> <li>• reflection on personal enjoyment and quality of the arts event(s)</li> </ul>	<ul style="list-style-type: none"> <li>• evidence of at least one arts event, e.g. programme, postcards, photographs, CDs or DVDs</li> <li>• evidence of personal reflection on the event and its creative impact, e.g. written or recorded comments</li> </ul>

	<ul style="list-style-type: none"> <li>• participation in discussion about the arts event(s)</li> </ul>	<ul style="list-style-type: none"> <li>• evidence of communicating personal reflection/ sharing with one or more people, e.g. photographs, comments from adviser, recorded reflection, CDs or DVDs</li> </ul>
<b>Part C: arts inspiration</b>	<ul style="list-style-type: none"> <li>• simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner</li> <li>• what they have learnt from the research into the person's arts career, life and work</li> </ul>	<ul style="list-style-type: none"> <li>• evidence of their research presented in a PowerPoint</li> <li>• Video of student presenting this to their peers</li> <li>• Comment from their peers about the artists (as in producer of the work e.g. musician) work</li> <li>• Teacher Observation</li> </ul>
<b>Part D: arts skills share — passing on arts skills to others</b>	<ul style="list-style-type: none"> <li>• discussion with their adviser or another arts professional about the plans for their arts skills share</li> <li>• Group planning</li> <li>• delivery of their arts skills share</li> <li>• how well they passed on their skills</li> </ul>	<ul style="list-style-type: none"> <li>• an explanation of their activity, why they chose it, and the plans they've made</li> <li>• evidence of the activity and how they passed on their skills to others</li> <li>• reflection on how well they passed on their skills</li> <li>• Evaluation comments from participants</li> <li>• Teacher observation</li> </ul>